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ABSTRACT

The cross-cultural training module and support services for Peace Corps volunteers en route to Liberia make trainees more aware of and sensitive to cultural differences in human behavior and human interaction. In this part of the Peace Corps Stateside Teacher Training Model, the approach to training is both generic and specific, and both native Liberians and former volunteers are used as resource persons for specific content on Liberia. Concerns focused on in the module and support services include: (1) coping with cross-cultural experience; (2) recognizing personal values and attitudes with regard to stereotyping and prejudice; (3) realizing personal expectations and motivations; (4) learning to adjust to and deal with the stress of a new and different culture; and (5) recognizing basic issues of health and survival in Liberia. This document describes the cross-cultural training model and support services. Highlights of the training are summarized. The syllabus, including methodology, major objectives, and weekly training objectives, is provided. Also present in this module is a description of the medical and counseling support services provided for Peace Corps volunteers, and a performance checklist given to all volunteers. (JM)

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FINAL REPORT

PEACE CORPS STATESIDE TEACHER TRAINING FOR VOLUNTEERS IN LIBERIA

VOLUME V: CROSS-CULTURAL TRAINING AND SUPPORT SERVICES

PSI Associates, Inc.
1900 L Street, N.W.
Suite 301
Washington, DC 20036

CONTRACT NO. 82-042-1003

February 12, 1982

SP 023 066

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FINAL REPORT

CROSS CULTURAL TRAINING MODULE

Introduction

The cross cultural training experience was considered a very significant part of the total training experience for the Peace Corps trainees. The overall purpose of this module was to make the trainees more aware of and sensitive to the impact of cultural differences on human behavior and human interaction. The approach to training was both generic and specific, utilizing native Liberians and former volunteers as resource persons for specific content on Liberia.

The cross cultural training experience was specifically designed to utilize learning that began with the Peace Corps CREST Training and to pick up where CREST stopped. CREST established an appropriate environment for learning and risk-taking. It established support groups among the trainees and introduced the concept of "feedback" as a viable tool for giving and receiving information about self and others. It also provided an opportunity for beginning self-assessment and reassessment.

The PSI Cross Cultural Module focused more specifically on individual coping with cross cultural experiences; personal values and attitudes re: stereotyping and prejudice; personal expectations and motivations; ability to adjust and deal with the stress in a new and different culture; and basic issues of health and survival in Liberia.

Competencies

The PSI Cross Cultural Training Module was designed to develop or enhance specific competencies deemed appropriate and necessary for the Peace Corps Volunteer. Although the original plan for training included four nights a week for four weeks for all trainees, it was later determined by PSI staff that fewer sessions with smaller groups would be more effective for the subject matter to be covered than the larger, more impersonal groups with all the trainees. Consequently, each trainee participated in at least four or five sessions, with some trainees attending more than required because of their personal interest and motivation. The smaller groups, meeting once a week, were in fact, much more productive and encouraged more open and in-depth participation by the trainees. They showed evidence of having developed the following competencies at various levels:

1) ability to understand and verbalize their own cultural attitudes and values

2) ability to acknowledge and analyze personal prejudices

3) ability to understand their role as a Peace Corps Volunteer and a representative of America

4) ability to understand and identify acceptable and non-acceptable behaviors in Liberia

5) ability to identify personal strengths and weaknesses that might impact on their role as a PCV

6) ability to differentiate between realistic and unrealistic expectations for the PCV experience in Liberia

7) ability to talk openly and honestly about issues, concerns, and fears related to going to Liberia as a PCV

8) ability to identify appropriate support systems that could be used to reduce stress and assist them with adjustment in a new culture; ie.. other PCVs, contact with home, personnel in other programs in Liberia, etc.

9) ability to identify customs and lifestyle issues found in Liberia

10) ability to accept and respect differences

11) ability to assess - at varying levels - motivation and readiness for Peace Corps service

Summary and Highlights of Training

The use of small groups as a vehicle for discussion and experiential exercises was very effective. Most of the trainees participated with a high level of enthusiasm. They also saw the Cross Cultural Module time as "their" time, when they could discuss their problems and concerns about things in general and use the feedback process as a source of ventilation as well as for purposes of clarification. It became a time of sharing and support as well as a period for the group to control and modify the behavior of individual members.

An initial activity in the Module provided an opportunity for each trainee in the small group setting to share a cross cultural experience that they personally had been involved with. during this activity, the trainees got to know more about their peers and to test their own values and attitudes against those

of other trainees. Much discussion and soul searching was generated around such issues as; 1) the status of women in other cultures; 2) the value and treatment of children in other cultures; 3) cultural interpretation of morality; 4) death as culturally perceived; and 5) ethnocentrism - is the American way the best way? Major learning revolved around the role of American visitors in "protesting" customs and behaviors that appeared to them inhumane or barbaric. Most of the trainees were able to move to the point of agreeing that that was not an appropriate role for Americans visiting another culture.

Another session focused on the psychology of prejudice and the impact of stereotyping on attitudes and behavior. It was interesting to observe the large number of trainees who vehemently denied any prejudice or acceptance of stereotyping as a valid labeling process. The trainer provided clarification and facilitated the group toward greater understanding of prejudice as a natural human attitude - conscious and/or unconscious; positive or negative, innocuous or destructive. Trainees were encouraged to acknowledge attitudes and beliefs that were prejudicial or stereotypical and deal with them through reality-based data rather than deny their existence and have them impact negatively on human relations and interaction. Trainees were advised to consider the fact that as Americans and Peace Corps Volunteers, they too would be victims of prejudice and stereotying on the part of host

country natives in Liberia.

As a part of the cross cultural experience, the trainees had the opportunity to talk with three native Liberians, all of whom had just returned to this country and were well aware of circumstances in Liberia, and two of whom worked in the vocational education system in Liberia. These sessions were very open and informal and trainees were encouraged to ask the many questions they had about Liberia. The speakers were very informative and provided information about the social mores and customs, lifestyles in the city and the interior, the education system, "survival" tactics in the city, behavioral and political taboos, and attitudes toward Americans and Peace Corps Volunteers. The trainees had a great need to talk with native Liberians and felt that the experience was extremely worthwhile.

In the final session of the Cross Cultural Training Module, the trainees participated in an exercise designed to help them evaluate their readiness for service as a volunteer and the likelihood that they would be effective and successful in that role. The exercise was based on selected indicators that had been introduced to the trainees during CREST, providing the opportunity for them to review their initial experience and make some determination about whether they saw any movement in coping skills as a result of the training experience. Trainees were not required to share their responses with the group, but for those who did, common

themes were identified. They perceived movement in several areas: 1) enhanced understanding of ethnocentrism and the importance of controlling the tendency to criticize and impose values on a different culture; 2) enhanced seriousness of purpose; 3) More realistic expectations re: resources and supports available in Liberia; and 4) enhanced understanding of the need to develop and utilize support systems in the host country and back home as mechanisms for effective coping.

SUPPORT SERVICES FOR PSI PEACE CORPS TRAINING

Introduction

PSI Associates, Inc. provided medical, counseling, and Peace Corps interfacing support services to the training of volunteers for Liberia. These services were provided on an on-going basis, and because of PSI's extensive experience in the training area, felt to be necessary to the successful completion of any training program. Each of these areas will be discussed in turn.

Medical Support Services

In addition to providing complete immunization services to the volunteers, PSI, through its association with Shaw Community Health Center, provided timely and complete additional medical services to those persons needing such service. Approximately six people were seen for medical services other than immunizations and six people received x-rays when their tine tests proved positive.

The immunization process was accomplished in four phases. The tine tests required one afternoon for the test itself and one half-day for reading of the test. PSI and Shaw staff personally reviewed each person's skin test for signs of abnormal reaction.

Immunization musculations were given on one day at the beginning of training. Sessions were arranged such that each volunteer received innoculations, and, to prevent too much

waiting time, completed assessment questionnaires and interviews with their group leader.

PSI also arranged for eyeglass neutralization for the volunteers. Transportation was provided and special provisions were made for two volunteers with special eyeglass needs.

All medical services were provided with advance from and discussion with the Peace Corps nurse, Ms. Barbara Pyle.

Counseling Services

During the training program, PSI staff provided on-going individual counseling to individual trainees. This counseling covered health concerns, training and placement once in-country, and personal needs. PSI staff psychologists were available at all times for any counseling need which might arise.

Individual counseling was done in three ways. An entrance interview, personal counseling, and crisis counseling.

During the first week of training, PSI group leaders interviewed each trainee using a structured interview form. The purposes of this interview were the following:

- To help the trainee and trainer become familiar with one another;
- To initiate a feeling of trainer support for the trainee;
- To help the trainer to establish rapport with the trainee; and

- To obtain information regarding each trainee's motivations, attitudes, etc.

During training, approximately ten trainees were seen individually by PSI's psychologists to aid Peace Corps in determining suitability for volunteer service in Liberia and to help the trainees their participation in the Peace Corps. In addition, PSI staff provided vocational counseling for several trainees to determine suitability of placement once in Liberia, in terms of the personal qualifications of the trainee. PSI psychologists assessed the qualifications of the volunteers involved and did individual follow-up counseling regarding this assessment. PSI staff then shared this information with Peace Corps staff for further study and decision-making. These personal counseling sessions were held in PSI offices, were conducted by doctoral-level psychologists, and were confidential in nature. Additionally, PSI group leaders and other staff spoke individually with other trainees about a variety of personal concerns and needs.

The last aspect of counseling, crisic counseling, occurred only once during the training period. However, PSI senior level psychologists and psychiatric social workers provided 24-hour crisis management during this period, which included intensive counseling, liaison with Peace Corps staff, and crisis intervention.

Peace Corps/PSI Interfacing

PSI staff maintained almost daily contact with the Peace Corps staff assigned to this training. This included both

health and program personnel. The purpose of this contact was preventive in nature. That is, as problems within the training arose, they were dealt with in a quick and effective manner. This was due, in part, to a positive on-going relationship between Peace Corps staff and PSI staff.

ANNEX A

CROSS-CULTURAL TRAINING

STATESIDE TRAINING

PEACE CORPS VOLUNTEERS

LIBERIA EDUCATION PROGRAMS

CROSS CULTURAL TRAINING MODULE

Brin D. Hawkins, Ph.D.

For

PSI Associates, Inc.

January 1982

CROSS CULTURAL TRAINING SYLLABUS

INTRODUCTION

The Cross Cultural Training module will be presented to the Peace Corps Volunteer trainees during Phase II of stateside training. During Phase I, the trainees will be involved in the CREST MODEL (Center for Reassessment and Training). The general purpose of CREST is to (a) begin generic training elements for volunteer service, and (b) provide sufficient information on which trainees can reassess their decision to join Peace Corps.

CREST includes various elements of Peace Corps core training curriculum, including the role of the volunteer in development work, cross cultural issues and information filtering. These components are designed to provide useful training experiences for volunteer service, and when interwoven with country-specific information, generate data upon which trainees can reassess their decision about Peace Corps.

The Cross Cultural Training module will pick up where CREST stops. It will build on the information and issues introduced in CREST and provide opportunity for clarification and reinforcement through the experiential process and in-depth discussion and analysis. The CREST experience has accomplished the following objectives as a necessary prerequisite for effective cross cultural training:

- Setting of an appropriate climate for learning
- Establishment of a safe environment to encourage risk-taking
- Establishment of support groups in the training environment
- Identification and utilization of FEEDBACK as a viable tool for giving and receiving information about self and others
- Opportunity for beginning self-assessment and reassessment

Although cross cultural issues will be integrated throughout the entire teacher training experience, participants will be involved in highly focused cross cultural training sessions

on a weekly basis for four weeks. They will work in four small groups organized by teacher training area.

METHODOLOGY

Cross cultural training will be conducted in small groups to encourage maximum participation, feedback, and assessment. Methods of training will include mini-lectures, Liberian guest presentations, self-assessment exercises, and role play. These activities will be used to facilitate in-depth discussion, analysis, personal and group assessment, growth, and learning. Instruments and exercises utilized during CREST will be reviewed and duplicated as appropriate to the learning and growth experience.

MAJOR OBJECTIVES

To increase understanding of cultural values and attitudes

To increase understanding of impact of prejudice and stereotyping on human relations

To develop increased self-awareness

To increase understanding of personal and professional expectations for PCV in a new and different culture

To examine capacity to function effectively as a PCV in a new and different culture

To identify personal strengths and weaknesses in a cultural context

To identify unrealistic expectations/aspirations and develop realistic expectations/aspirations appropriate in a new cultural setting

To create an open environment in which participant feels free to express doubts, fears, and concerns

To reassess motivation and interest in joining the Peace Corps

WEEK 1 - CROSS CULTURAL TRAINING

Group A - Tuesday - 6:30-8:30 PM
Group B - Wednesday - 6:30-8:30 PM
Group C1 - Thursday - 6:30-8:30 PM
Group C2 - Friday - 6:30-8:30 PM

CONTENT	TRAINING ACTIVITIES
1. The CREST Experience in Phase I - Pre-Training a. What did you learn? b. What was your reaction to the experience and the information which you received? c. How will you use the experience and the information in Liberia and/or before you go to Liberia?	Crest Review Exercise Small Group Discussion Feedback Session
2. Cross Cultural Experience Sharing a. What experiences have you had? b. What did you learn about yourself from the experience? c. What did you learn about people who are different from you? d. What new learning took place that impacted on your life, attitudes, or beliefs about people or cultures different from your own?	Cross Cultural Sharing Introductions and Exercise Processing of Experiences for Relevance to Cultural Values, Attitudes, and Sensitivity

CONTENT	TRAINING ACTIVITIES
3. The Peace Corps Volunteer: ARE YOU READY a. Is your motivation balanced? b. Are your expectations clear and realistic? c. What will you give up when you become a PCV in Liberia? What will you get? d. What will be your role and responsibility to yourself, to other PCVs, to your country? e. How will you be viewed by HCN as a PCV? MOTIVATION BEHAVIOR DRESS APPRECIATION d. How will you meet your personal need for satisfaction and support?	Mini-lecture Review of CREST Re-Assessment Dimensions Handout Completion Analysis Exercises Small Group Discussion

WEEK 1 - TRAINING OBJECTIVES

1. To bridge the training experience from CREST to the PSI module

2. To reinforce learning that took place during the CREST experience

3. To enhance cultural sensitivity through individual life experiences of PCV trainees

4. To provide an opportunity for PCVs to continue the process of re-assessment through increased understanding of self and the Peace Corps experience

WEEK 2 - CROSS CULTURAL TRAINING

Group A - Tuesday - 6:30-8:30 PM
Group B - Wednesday - 6:30-8:30 PM
Group C1 - Thursday - 6:30-8:30 PM
Group C2 - Friday - 6:30-8:30 PM

CONTENT	TRAINING ACTIVITIES
1. The Psychology of Prejudice	Attitude Survey
Prejudice is an unfounded attitude or belief that some thing or group of people is inferior to another	Small Group Discussion Review of Article on NEO-COLONIALISM
a. What are your prejudices?	
b. How do they impact on your behavior toward people and things?	
c. How do you control unconscious prejudice?	
d. How is prejudice related to negative stereotyping?	
e. Why is it important to understand your prejudices as a PCV in Liberia?	
f. ETHNOCENTRISM as a concept	
2. Prejudice and Stereotyping: A TWO-WAY STREET	Mini-lecture
a. What common prejudices are found in Liberia?	
b. What stereotypes will affect you as a Peace Corps Volunteer?	
c. How will you handle cultural prejudice and stereotyping originating with HCNs?	

WEEK 2 - TRAINING OBJECTIVES

1. To increase understanding of personal prejudice, both conscious and unconscious

2. To increase understanding of how prejudicial attitudes and stereotypical beliefs can affect behavior

3. To become aware of the fact that all people and all cultures experience prejudice and tend to develop stereotypes - even LIBERIA

4. To increase understanding of the powerful impact of ETHNOCENTRISM - especially as it relates to helping persons in underdeveloped countries

WEEK 3 - CROSS CULTURAL TRAINING

Group A - Tuesday - 6:30-8:30 PM
Group B - Wednesday - 6:30- 8:30 PM
Group C1 - Thursday - 6:30-8:30 PM
Group C2 - Friday - 6:30-8:30 PM

CONTENT	TRAINING ACTIVITIES
1. Lifestyle Issues in Liberia	Culture Quiz
a. Human relationships with Liberians	Small Group Discussion
b. Meeting health needs	Role Play
c. Cultural Taboos	Feedback Session
d. Cultural Customs	
e. Living conditions/ cost of living	
f. Political Involvement	
g. Developing support systems	
2. Getting Things Done in a New and Different Culture	Mini-lecture
a. The nature of protocol	Role Play
b. Creativity and ingenuity	
c. A matter of TIME and patience	
d. Planning and resource development	
3. OPEN SPACE	Participants' concerns may be discussed with the group or with the trainer in private
a. Clarification issues	
b. Re-assessment Issues	

WEEK 3 - TRAINING OBJECTIVES

1. To enhance knowledge and understanding of life in Liberia

2. To provide opportunity for participants to assess ability to adapt to lifestyle in new culture

3. To develop knowledge and skills which may assist participants to function more effectively and productively in new culture

4. To develop skills in human interaction that may be utilized in a new culture

5. To provide time for partipants to share concerns which may impact on the re-assessment process

WEEK 4 - CROSS CULTURAL TRAINING

Group A - Tuesday - 6:30-8:30 PM
Group B - Wednesday - 6:30-8:30 PM
Group C1 - Thursday - 6:30-8:30 PM
Group C2 - Friday - 6:30-8:30 PM

CONTENT	TRAINING ACTIVITIES
1. Indicators of Successful and Effective Volunteers a. Motivation and responsible behavior b. Problem-solving skills c. Communication skills d. Emotional maturity e. Self-awareness f. Respect, empathy, caring g. Cultural awareness and sensitivity h. Ability to adjust and adapt in unfamiliar and different surroundings	Review and discussion of Performance Checklist introduced in CREST Role play of selected indicators and dimensions
2. Coping with Stress in a New Culture a. Awareness of personal strengths and weaknesses b. Development of coping skills c. External supports for coping with stress	Mini-lecture Role Play
3. OPEN SPACE FOR RE-ASSESSMENT	

WEEK 4 - TRAINING OBJECTIVES

1. To identify and reinforce behaviors needed for successful and effective Peace Corps service

2. To provide opportunity for self-evaluation of personal attitudes and skills

3. To provide opportunity for assessing and developing coping skills

4. To encourage a final and in-depth re-assessment of decision to become a PEACE CORPS VOLUNTEER

* 5. To make participants aware of trainer's evaluation of their readiness for Peace Corps service - strengths, weaknesses, capacity for relationship, capacity for adapting to different cultural environment

* NOTE: Trainer evaluation will be an ongoing process for the duration of training as appropriate for individual participants.

PERFORMANCE CHECKLIST

Over the course of its twenty-year history, Peace Corps has identified several "indicators" of successful and effective volunteers and these indicators have developed into suitability criteria or assessment dimensions. (Refer to CREST Assessment Dimensions.) The dimensions serve as guide-lines upon which you can view your performance and behavior here at CREST. It has been found that behavior patterns in one setting are often repeated in other settings. Thus, the behavior you demonstrate her can become "predictors" of your performance overseas.

Listed below are the seven dimensions and a checklist of accompanying behaviors. This list gives you an opportunity to assess your behavior and set your own goals for growth and development. We encourage you to think seriously about each dimension and your own behavior. Be honest with yourself.

The checklist is divided along the following lines:

(a) A brief definition of volunteer performance.
(b) Behavioral descriptions which demonstrate performance at CREST.

To use it:

1. Read through the definitions and accompanying behavior. Decide where you fit on the continuum based on this past year and check the appropriate space.

2. Go back over the entire list and circle the numbers of two or three behaviors which you most want to improve at the present time.

3. Write these behavioral descriptions on a separate piece of paper and keep them with you (in your wallet, folder, etc.) We will refer back to them later in the week.

I. Motivation. Volunteers vary in their motivation or reason for serving in the Peace Corps. The volunteer's should provide a balance between an enlightened self-interest, which acknowledges the gains the volunteer expects, and an altruistic-humanitarian value system, which allows the person to fulfill a personal obligation to help others. There is room for a variety of range of motivation, but the degree of responsibiity must be strong in all volunteers.

My reason for joining Peace Corps is_____

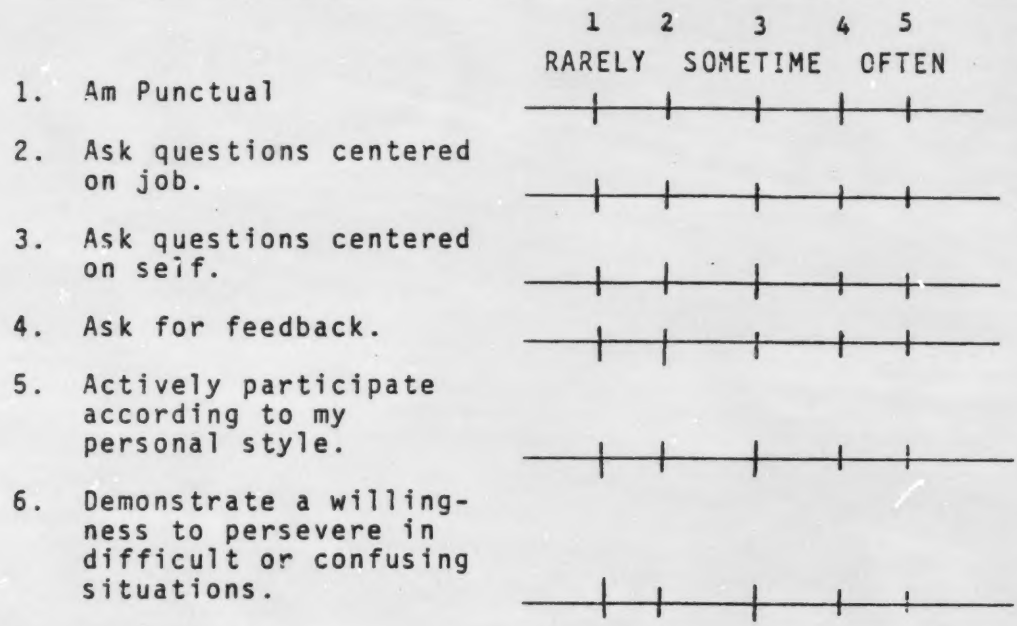
_____

_____

_____

_____

_____.


1 2 3 4 5
RARELY SOMETIME OFTEN
1. Am Punctual
2. Ask questions centered on job.
3. Ask questions centered on self.
4. Ask for feedback.
5. Actively participate according to my personal style.
6. Demonstrate a willingness to persevere in difficult or confusing situations.

COMMENTS:

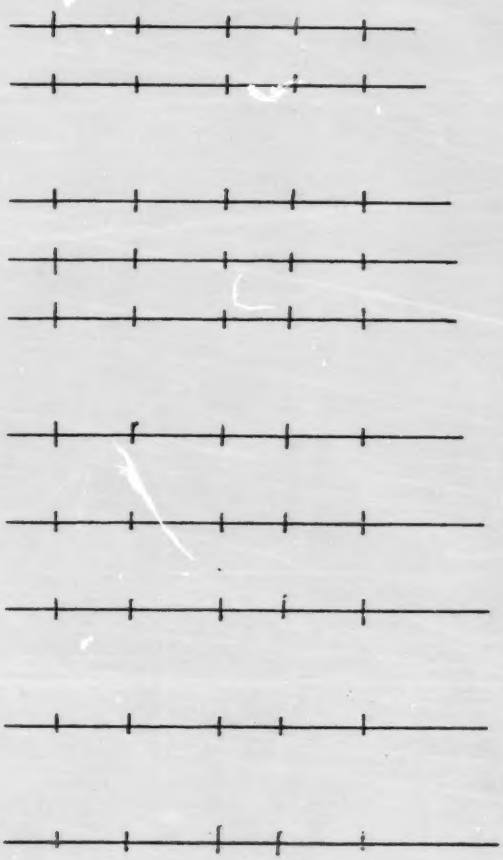
II. Productive Competence. Volunteers offer information and skills to others. The volunteer must possess the ability to transfer skills to a counterpart or counterparts. Implied in this is a necessity for the volunteer to set goals, identify, analyze and solve problems, employ effective methods of communication, and bring skills and resources to bear on problems.

	1 RARELY	2	3 SOMETIME	4	5 OFTEN
7. What I say is clearly understood.					
8. Ask questions appropiate for the situation.					
9. Initiate problem-solving.					
10. Develop alternative strategies.					
11. Cope with ambiguity effectively.					
12. Am comfortable saying "I don't know."					
13. Help group move from problem to solution.					
14. Help group stay task-oriented.					
15. Accomplish tasks with minimal supervision.					

COMMENTS:

III. Emotional Maturity. Volunteers are exposed to unfamiliar and often stress-producing environments without the cultural and other familiar support systems which have provided them emotional security in the past. Volunteers must, then, possess a strong attitude about themselves in order to deal effectively with new and unfamiliar situations.

	1 RARELY	2	3 SOMETIME	4	5 OFTEN
16. Take responsibility for my behavior.					
17. Respond to feedback.					
18. Avoid being defensive when receiving feedback.					
19. Laugh at self.					
20. Admit mistakes.					
21. Recognize and openly discuss feelings and needs.					
22. Sensitive to others' needs.					
23. Recognize own limitations.					
24. Seek opportunities to learn more about myself.					
25. Aware of personal tolerance for stress.					



COMMENTS:

IV. Respect and Empathy. This area deals with the degree of respect volunteers have for themselves and others. Volunteers must demonstrate an understanding of the problems and experiences of those with whom they associate. The ability to communicate genuine respect and caring for others both verbally and non-verbally and non-verbally is a skill volunteers need to possess.

	1 RARELY	2	3 SOMETIMES	4	5 OFTEN
26. Listen attentively to others.					
27. Willing to consider other's opinion.					
28. Disagree without putting others down.					
29. Do not interrupt.					
30. Avoid stereotyping.					
31. Recognize and use others' skills and knowledge.					

COMMENTS:

V. Cultural Awareness: Volunteers need to understand the concept of culture and be aware of the make-up of their own culture. They must demonstrate a facility for coping successfully in another culture.

	1 RARELY	2	3 SOMETIMES	4	5 OFTEN
32. Demonstrate an eagerness to learn about culture.					
33. Acknowledge existence and appropriateness of different world views.					
34. Am non-judgmental.					
35. Avoid stereotyping.					
36. Am aware of areas of possible cultural bias.					
37. Acknowledge areas of cultural bias.					

COMMENTS:

VI. Social Sensitivity. Volunteers manage a wide variety of personal inter-action overseas. They need to be skilled in initiating, taking turns in discussions and terminating interaction based upon the needs of others.

	1 RARELY	2	3 SOMETIMES	4	5 OFTEN
38. Take turns in discussion.					
39. Respond to others' needs for involvement.					
40. Consider others' wishes when initiating/terminating discussions.					
41. Provide equal opportunity for all to share in discussions.					
42. Recognize signals of others who want to terminate a discussion.					

COMMENTS:

VII. Ability to Adjust. Volunteers need to adjust to new people, environments, foods, jobs, etc. Flexibility and a willingness to adjust to new situations is significant quality in that it enables them to live and work effectively in a variety of surroundings.

	1 RARELY	2	3 SOMETIMES	4	5 OFTEN
43. Try new behaviors.					
44. Rapidly adapt to new/changing environment.					
45. Help others to adjust to new surroundings.					
46. Relaxed in unfamiliar surroundings.					
47. Willing to conform.					

COMMENTS:

Mr. James Forte, II / Mr. Everette Gailor

SCHEDULE

Wednesday, January 20, 1982

2:00 p.m.	Train arrival.
3:00 p.m.	Registration at the 4-H Center 7100 Connecticut Avenue Chevy Chase, Maryland
5:30 p.m.	Dinner with Dr. Hawkins (Meet her in the 4-H Center cafeteria)
6:30 p.m.	Cross-cultural Training for Vocational Education Teachers (with Dr. Hawkins)
8:30 p.m.	Free Time

Thursday, January 21, 1982

7:00 a.m.	Breakfast with Mrs. Lashley (Meet her in the 4-H Center cafeteria) Pick up box lunch.
8:30 a.m.	Board Bus #1 to Burdick Vocational High School (Meet Dr. Marzullo in the principal's office)
9:00 a.m. - 3:00 p.m.	Observe vocational education classes.
3:00 p.m.	Meet chartered bus for return to 4-H Center.
5:30 p.m.	Dinner with Dr. Hawkins (Meet her in the 4-H Center cafeteria)
6:30 p.m.	Cross-Cultural Training for Secondary Education Teachers
8:30 p.m.	Free Time

Friday, January 22, 1982

7:00 a.m.	Breakfast with Mrs. Lashley (Meet her in the 4-H Center cafeteria) Pick up box lunch.
9:00 a.m. - 12:00noon	Observe vocational education workshops
12:00noon	Board Charter Bus to UDC/ Harvard Street, 1100 Harvard Street, N.W., Room226.
1:00 p.m. - 3:00 p.m.	Reception for Peace Corps volunteers (at UDC/Harvard Street)
3:00 p.m. - 4:30 p.m.	General meeting at UDC with Peace Corps staff.
4:30 p.m.	Return to 4-H Center (with Mrs. Lashley)
5:30 p.m.	Dinner with Dr. Hawkins (Meet her in the 4-H Center cafeteria)
6:30 p.m.	Cross-Cultural Training for Secondary School Teachers and Others (with Dr. Hawkins)
8:30 p.m.	Free Time

Saturday, January 23, 1982

7:00 a.m.	Breakfast at 4-H Center with Mrs. Lashley (Meet her in the cafeteria)
9:00 a.m. - 12:00noon	Informal Discussions with Peace Corps volunteers.

Saturday, January 23, 1982 (Continued)

12:00noon	Lunch at the 4-H Center (with Mrs. Lashley)
6:00 p.m.	Dinner with Mr. and Mrs. Abramowitz and Mr. and Mrs. Boyer (Picked up at the 4-H Center by Dr. Abramowitz)

Sunday, January 24, 1982

7:00 a.m.	Breakfast at 4-H Center with Mrs. Lashley (Meet her in the cafeteria)
9:00 a.m. - 12:00noon	Open Discussions with Peace Corps volunteers in Kentucky Room, E-2
12:00noon	Lunch at 4-H Center
1:00 p.m.	Depart for Train Station and Siteseeing in Washington (Dr. Abramowitz to pick up at Receptionist Desk.)

Train Information

Sunday, January 24, 1982
Departure Time: 2:30 p.m.
Arrival Time: 4:52 p.m.
Train Number: Number 184

ANNEX B

SUPPORT SERVICES INFORMATION

SCHEDULE FOR MEDICAL SERVICES

Date:	Tuesday, December 29, 1981
Place:	4-H Center
Time:	8:30 a.m.
Immunization:	Tine Test
Date:	Thursday, December 31, 1981
Place:	4-H Center
Time:	1:00 p.m.
Immunization:	Tine Test Reading
Date:	Monday, January 4, 1982
Place:	Shaw Community Health Center
Time:	9:00 a.m. - 12:00 noon (Groups A and B)
	2:00 p.m. - 5:00 p.m. (Group C)
Immunizations:	Yellow Fever
	Cholera #1
	Tetanus/Diptheria
	Typhoid #1
	Oral Polio
	Chest X-rays for any positive tine readings
Date:	Sunday, January 24, 1982
Place:	4-H Center
Immunization:	5 mg. Aralen
Date:	Thursday, January 28, 1982
Place:	Shaw Community Health Center
Time:	9:00 a.m. - 1:00 p.m. (Groups A and B)
	2:00 p.m. - 4:00 p.m. (Group C)
Immunizations:	5 cc Gamma Globulin
	Cholera #2
	Typhoid #2
Date:	Sunday, January 31, 1982
Place:	4-H Center
Immunization:	5 mg. Aralen

EYE GLASS NEUTRALIZATION

Date:	January 18, 1981
Place:	Dr. Robins
	529 14th Street, N.W.
	Washington, DC
Time:	10:00 a.m.

IASis : means is a protozoa - helminth worm . .

EXOTIC DISEASES
(Not Common In The U.S.)

I. AFRICAN SLEEPING SICKNESS (Trypanosomiasis)

A) Organism = A protozoan belonging to the genus Trypanosoma.
B) S & S = Fever, intense headache, insomnia, lymph node enlargement, anemia, local rash; highly fatal.
C) Transfer = Via the Tsetse Fly in tropical Africa between 15° and 20° S latitude.
D) Prophylaxis = Protect self against Tsetse Fly bite with the use of clothing, neeting and repellant. There is a preventative medication but it is not recommended for the visitor to an endemic area.

2. CHOLERA

A) Organism = Gram negative bacteria
B) S & S = Diarrhea, vomiting.
C) Transfer = Contaminated water or food (a very large innoculum is needed to cause the disease).
D) Prophylaxis = Vaccinate no more than 2 months prior to arrival at Cholera-infected area. Avoid uncooked vegetables and swimming in contaminated water. Organism can be killed by chlorination, sunlight or drying.
E) Special information for Travelers = Death due to Cholera can be prevented by early treatment (replacement of body fluids). Only 4 American travelers have contracted the disease in the last 10 years. The vaccine is about 50% effective.

3. DENGUE FEVER

A) Organism = Virus
B) S & S = Fever, intense headache, postorbital pain, joint and muscle pain, rash. Fatality exceedingly low. aching back
C) Transfer = Bite of infective mosquito.
D) Prophylaxis = Protect self against mosquito bite by use of clothing, netting and repellants. There is no licensed vaccine. ✓ hemorrhagic · ↑ mortality rate latent symptoms

4. GIARDIASIS

A) Organism = Protozoa
B) S & S = Often asymptomatic, sometimes chronic diarrhea, abdominal cramps, bloating, frequent loose and pale, greasy or malordorous stools, anemia, fatigue, weight loss.
C) Transfer = Not clear but probably by fecal contamination of water and by hand-to-mouth transfer of cysts from the feces of an infected individual.
D) Prophylaxis = Sanitary disposal of feces.

5. MALARIA

A) Organism = Bloodborne protozoa of plasmodium species.
B) S & S = Malaise, chills, fever, sweating, fever, headache.
C) Transfer = Usually via the bite of an infective anophelive mosquito. Also can be transmitted by an injection or transfusion of blood of infected persons.
D) Prophylaxis = Protect self from mosquito bites by the use of clothing, netting and repellants. Also, before, during and after-travel treatment with prophylactic drugs (Chloroquine).

Schistosomiasis - bilharzia snail fever leprosy
FILARIASIS — elephantiasis · filarial worm (onchocerciasis)
spread mosquito
leishmaniasis flea

6. MENINGOCOCCAL MENINGITIS

A) Organism = Bacteria, neisseria meningitidis
B) S & S = Fever, intense headache, nausea, vomiting, stiff neck, and frequently petechial rash.
C) Mode of transfer = Direct contact including droplet spread, with discharges from nose and throat of infected person - more often carriers rather than cases.
D) Prophylaxis = None really except prevent overcrowding. There is a vaccine against sero groups A & C which is available for selective use.

7. PLAGUE

A) Organism = Bacteria, pasturella pestis.
B) S & S = Lymphadenitis, septicaemia, petechial hemorrhages, toxemia, high fever, shock, fall in blood pressure, rapid irregular pulse, restlessness, staggering gait, mental confusion, prostration, delerium, coma.
C) Mode of transfer = Bite of infected flea or by handling the tissues, or from contact with the pus of an infected animal (bubonic plague). Airborne route (pneumonic plague) or by contact with exhaled droplets or sputum from patients with plague.
D) Prophylaxis = Vaccination, rat control.

8. SMALLPOX

A) Organism = Variola virus
B) S & S = Sudden fever, malaise, headache, backache, prostration and occasionally abdominal pain. Two to four days later a rash appears going through successive stages of macules, papules, vesicles, pustules, and finally scabs. Rash is more abundant on the face and extremities.
C) Mode of transfer = Close contact with respiratory discharges of patients and the lesions of skin and mucous membranes.
D) Prophylaxis = None needed.
E) Travelers = Currently, Smallpox is considered extinct. The last case of Smallpox reported was in 1977. We do not vaccinate against Smallpox as the risk with vaccination is greater the risk of contracting the disease. For those countries still requiring vaccination, the Health Division will supply a letter of waiver.

9. TYPHOID FEVER

A) Organism = Bacteria, salmonella typhi
B) S & S = Continued fever, malaise, anoxeria, slow pulse, involvement of lymphoid tissues, especially ulceration of Peyers patches, enlargement of spleen , and rose spots on trunk.
C) Mode of transfer = Direct or indirect contact with feces or urine of a patient or carrier. Principle vehicles of spread are contaminated food and water.
D) Prophylaxis = Purification of water, fly control, vaccination.

10. TYPHUS FEVER

A) Organism = Rickettsia - two types.
B) S & S = Fever, headache, rash and stuper or delirium.
C) Mode of transfer = Via human body lice (louse-borne) or via the rat flea (murine).
D) Prophylaxis = Vaccination will protect against louse-borne typhus. Insecticides and rodent control will help protect against murine typhus.
E) Travelers = No typhus case in an American traveler is know to have occurred in recent years.

11. YELLOW FEVER

A) Organism = A virus
B) S & S = Range from jaundice, coma, renal failure, vomiting blood, etc, to mild flu-like symptoms.
C) Mode of transfer = Bite of infective mosquito.
D) Prophylaxis = Vaccination, mosquito control.

STIPEND PAYMENTS FOR

PEACE CORPS TRAINEES BY PSI

THERE WILL BE FOUR (4) STIPEND PAYMENTS. EACH PAYMENT WILL BE IN THE AMOUNT OF TWENTY EIGHT DOLLARS AND NO CENTS ($28.00).

EACH PEACE CORPS TRAINEE WILL RECEIVE THE WEEKLY STIPEND PAYMENTS IN CASH ON THE FOLLOWING DAYS AND TIMES:

First Payment

Thursday, December 31, 1981

Second Payment

Monday, January 11, 1982

Third Payment

Monday, January 18, 1982

Fourth (Final) Payment

Monday, January 25, 1982

Time

Group A at 5:30 p.m.

Group B at 5:45 p.m.

Group C at 6:00 p.m.

Place

ALL PAYMENTS WILL BE MADE IN THE OKLAHOMA ROOM.

PSI ASSOCIATES, INC.
1900 L Street, Northwest
Suite 301
Washington, D. C. 20036
(202) 659-6436

PEACE CORPS TRAINING PROGRAM

INCIDENT REPORT FORM

Name of Trainee_____

Date Of Incident_____ Approximate Time of Incident_____

Description of Incident:

Measures Taken At Time of Incident:

Any Follow-up Needed:

Name of Person Completing Form_____
(signature)

Date Form Was Completed_____

Directions: Complete the Incident Report Form as soon as possible after the incident occurs. Call Dr. Abramowitz or Dr. Boyer at 659-6436 (daytime) or 337-4976 (evenings) at the time of the incident if necessary. Submit written report to PSI Associates at the office address. A copy of the report will be transmitted to the Peace Corps for their information and follow-up.

IMPORTANT NUMBERS

PSI ASSOCIATES, INC.
1900 L Street, N.W.
Suite 301
Washington, DC 20036 ..... (202) 659-6436
8:30 a.m. - 5:30 p.m. - Contact: Dr. Abramowitz or
Dr. Boyer
(After 6:00 p.m.) Call ..... (202) 337-4976

Shaw Community Health Center
1707 7th Street, N.W.
Washington, DC 20001 ..... (202) 483-1450
9:00 a.m. - 5:30 p.m. - Contact: Ms. Fields or
Dr. Hawthorne
(Physician on call 24 hours at same number)

Peace Corps Duty Officer ..... (202) 638-2574
(On call 24 hours, ask for "Peace Corps Duty Officer")

Peace Corps Medical Office ..... (202) 254-8910
Contact: Ms. Barbara Pyle or Maurita Mulligan
8:30 a.m. - 5:30 p.m.

(As of January 9, 1982)

GROUP A - University Trainees

PSI Coordinator: Mrs. Marilyn Gipson-Lashley

A-I. Teacher Training Art Instructor (Industrial Arts)

UDC Instructor: Dr. Marzullo

	NAME	DATE OF BIRTH
1.	Baker, Gail Sandra	02/14/59
2.	DeJournette, Lisa Anne	03/24/59
3.	Greene, Anna Lois	04/12/33
4.	Schwartz, Phebe	08/03/54
5,	Washington, Michelle (Radio Evaluation)	

A-II. Adult Basic Education

UDC Coordinator: Dr. J. Lee

	NAME	DATE OF BIRTH
1.	Ellingwood, Kay Mary	09/15/45
2.	McMatt, Stacy Joan	07/13/57
3.	Blassingame, Ronald	

A-III. Teacher Training/Reading

UDC Coordinator: Dr. Laura Smith

	NAME	DATE OF BIRTH
1.	Pauly, Lynnette Marie	01/25/53
2.	Gabehart, Mark Ernest	03/04/59
3.	Callahan, Nancy	09/16/56
4,	Dunham, Cynthia	
5.	Way, Laurie	
6.	Mongan, Judy (Eunice)	04/25/13

A-IV. Instructor/Accounting and/or Business Management

UDC Instructor: Dr. Beverly Anderson/Lockhart

	NAME	DATE OF BIRTH
1.	Gallagher, Martin Rogers	09/15/46
2.	Smith, Edward Lee	07/03/27

A-V. Teacher Trainer--Science/Math Education

UDC Instructor: Dr. Anderson/Lockhart

	NAME	DATE OF BIRTH
1.	Oppedisane, John	05/28/48
2.	Chamberlain, Isabel	09/05/24
3.	Lindberg, Donald	07/13/23

GROUP B - Vocational Instructors

PSI Coordinator: Dr. Santo Marzullo

B-I. Vocational Education/Home Economics Teacher

UDC Instructor: Dr. Virginia Moore

	NAME	DATE OF BIRTH
1.	Blackwell, Elizabeth L.	12/31/24
2.	Mortenson, Jeanne Marie	05/28/21
3.	Owen, Teresa Ann	02/05/58
4.	Blassingame, Stephanie	92/15/49

B-II. Vocational Education/Drafting and Architectural Design

UDC Instructor: Dr. S. Marzullo

	NAME	DATE OF BIRTH
1.	Govan, Christine Noble	02/09/59
2.	Kessenich, Mark Thomas	06/17/59
3.	Bogle, Rick	
4.	Brill, Robert	

B-III. Vocational/Agriculture Teacher

UDC Instructor: Dr. B. Smith

	NAME	DATE OF BIRTH
1.	Ellman, Judith Rae	07/29/59
2.	Wise, Harry Scott	11/11/58
3.	Keeler, Nancy Diann	11/23/58
4.	Royal, Cheryl Ann	01/18/59
5.	Timko, Joseph J.	02/05/59
6.	Williams, Sonja Lee	07/25/53

B-IV. Electrical Vocational Instructor

UDC Instructor: Dr. S. Marzullo

	NAME	DATE OF BIRTH
1.	Gates, Michael Allen	08/09/49
2.	Killeen, Thomas Stephen	10/23/50
3.	Kolarik, Daniel Frank	06/20/54
4.	Zorich, John Bernard	02/10/58

B-V. Vocational Education/Auto Mechanics Instructor

UDC Instructor: Dr. S. Marzullo

	NAME	DATE OF BIRTH
1.	Hardy, Calvin Coolidge	10/03/49
2.	Jacklin, Gregory Lee	12/08/49

GROUP C - Secondary School Teachers

PSI Coordinator: Dr. Yvonne Ali

C-I. Secondary Education/General Science

UDC Instructor: Dr. Lockhart/Anderson

	NAME	DATE OF BIRTH
1.	Dougherty, Michael Edwin	04/21/54
2.	Fischer, Robert Joch	05/02/59
3.	Gratzek, Ann Therese	05/12/59
4.	Howard, Terry Allen	11/28/59
5.	Johnson, Kenneth Lee	02/02/58
6.	Lambert, Timothy Ray	04/26/58
7.	Katz, Steven Wm.	07/29/59
8.	Mchittrick, Marcia Karen	04/30/57
9.	Olsen, Mark Warren	10/16/54
10.	Sawka, Kenneth Stanley	05/30/59
11.	Schweim, Charles William	05/10/58
12.	Stone, Michelle Lee	09/26/57
13.	Thornton, Barbra Jane	12/10/54

C-II. Secondary Education/Math Teacher

UDC Instructor: Dr. Anderson/Lockhart

	NAME	DATE OF BIRTH
1.	Barrows, Merwin Mark	04/04/59
2.	Blackweldes, William Wayne	09/19/59

	NAME	DATE OF BIRTH
3.	Fitzgerald, Michael	
4.	Feucht, Jerome Howard	02/29/56
5.	Montgomery, Adelaja A.	08/22/51
6.	Morris, Loretta Nadirah	04/04/57
7.	Piropato, Leonard Salvatore	07/28/54
8.	Scheuer, Gretchen Mary	10/07/58
9.	Silver, Beverly	01/15/60

C-III. Secondary Education/Language Arts/English/Reading Instructor

UDC Instructor: Dr. Laura Smith

	NAME	DATE OF BIRTH
1.	Douglas, David Stuart	07/26/50
2.	Ewy, Stoux Denise	09/02/55
3.	Feder, Mark	05/05/48
4.	Goodall, Matthew Alan	08/22/59
5.	Little, David M.	04/25/55
6.	Miller, John Winfield	10/03/49
7.	Pharo, John Wolcott	12/0/3/49
8.	Baccala, DeNorma Marie Teresa	10/18/13
9.	Chamblin, Ralph Van Sickles	01/27/22

C-IV. Education/School Health Educator

UDC Instructor: Dr. V. Moore

	NAME	DATE OF BIRTH
1.	Brooks, Barrett Louis	05/16/58
2.	Gilbert, Elizabeth Florence	02/14/29
3.	Lindberg, Esther V.	02/05/25
4.	Shulte, Janet Louise	06/05/59
5.	Thomas, Suzanne Carol	11/16/55
6.	Voros, Andrew Sandor	07/30/57